



Frederick

County, Maryland

Local Management Board

Office for Children and Families Community Plan FY21 – FY23



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Introduction

The purpose of this project was to develop and conduct an effective community planning process that would assist the Local Management Board (LMB) and the Frederick County Office for Children and Families (OCF) in selecting the best and most achievable strategies, based on the vetted Governor's Office for Children (GOC) and LMB priorities, to identify funding priorities for FY21 – FY23.

Accomplishing Our Mission

The LMB seeks to create a more efficient and effective system of care for the children, youth, and families of Frederick County by:

- Developing service, family, community, and financial partnerships
- Designing goal-directed services that are client-centered and family-focused
- Targeting resources to families with the greatest needs
- Implementing a monitoring system to determine client and cost outcomes.

To accomplish this mission, OCF through the LMB, regularly reviews the issues, needs, and challenges faced by the county's children, youth, and families to determine priorities. The Community Plan was developed to guide decisions for FY21 – FY23. The plan was completed through the following steps:

1. Establishing Priority Results and Indicators: The LMB prioritized four conditions of well-being (known as Results) and specific measures (known as Indicators) to assess how the County's families and youth are doing. The subsequent steps of the process were focused on these Results and Indicators.
2. Community Needs Assessments (CNA): LMB members reviewed current community assessments completed by other Frederick County organizations to look for commonalities that overlap with LMB priorities.
3. Community Convenings (CC): A series of meetings including key stakeholders, community members, families, and youth from throughout the county that identified challenges, required partnerships, and recommended strategies to improve the quality of life of children, youth, and families.
4. Prioritizing Strategies: The LMB met to prioritize the strategies and recommendations from the Community Needs Assessments and the Community Convenings.

This report summarizes the results of these four steps.

Priority Results and Indicators

The planning process was based on the selected prioritized Maryland Results for Child Well-Being, associated Indicators and Governor Hogan’s strategic goals for his term. All decision making was required to be made utilizing the “Results Based Accountability (RBA) framework”¹ as developed by Mark Friedman.

The four prioritized Results and five Indicators selected by the LMB are:

- Communities are safe for children, youth, and families
 - Child Maltreatment as measured by the rate of children (ages 0-17) with indicated or unsubstantiated child abuse or neglect findings
- Families are safe and economically stable
 - Homelessness: Percent of public school children who are homeless on September 30th, 2019
 - Child poverty: the percent of children under 18 living in poverty
- Youth have opportunities for employment or career readiness
 - Number of youth aged 16-24 not working and not attending school
- Youth complete school
 - Educational attainment (High school graduate including equivalency)

Summary of Community Needs Assessments

The Frederick County LMB developed a unique way to complete its Community Needs Assessment for 2019. First, Community Needs Assessments completed by other County agencies were reviewed to look for commonalities overlapping with Frederick County’s LMB priorities.

This review and analysis provided the baseline for the LMB to then explore other data and engage the community in “Turn the Curve”² conversations. Members of the board volunteered to work in teams to review the existing assessments and summarize them as they relate to the LMB’s priorities.

The assessments they reviewed were:

- Data Collaborative: Frederick County Office for Children and Families³

¹ Results Based Accountability (RBA) framework: <https://clearimpact.com/results-based-accountability/>

² Turn the Curve: <https://clearimpact.com/results-based-accountability/turn-the-curve-thinking/>

³ Data Collaborative: Frederick County Office for Children and Families completed in May, 2019: <https://www.frederickcountymd.gov/DocumentCenter/View/321765/Frederick-County-OCF---Data-Collaborative-Report?bidId=>

- Human Needs Assessment: Community Foundation of Frederick County⁴
- ALICE (Asset Limited, Income Constrained, Employed): A Study of Financial Hardship in Maryland, Maryland United Way⁵
- Community Health Needs Assessment (CHNA): Frederick County Health Department⁶

Purpose of Each Assessment

The assessments were completed for various purposes specific to the report:

- Data Collaborative: The report gathered detailed data on the Governor’s Four Strategic Goal Priorities.
- Human Needs Assessment: The Community Foundation commissioned the 2018 Human Needs Assessment to determine the most pressing needs in Frederick County, with the information then used to shape its strategic funding and leadership initiatives over the next five to ten years. This report updated information from the 2011 Needs Assessment. It also serves as a common reference for governments, nonprofits, and other organizations that seek to improve human well-being in Frederick County.
- ALICE: The ALICE Report defines a basic survival budget in Frederick County and determines the number of households who cannot afford the basic cost of living. The report breaks down various demographics and geographical locations.
- Community Health Needs Assessment (CHNA): The CHNA identified successes for what is being done well in Frederick County and recognized gaps and weaknesses within the community. The information is helpful to healthcare providers and informs the public on transportation, affordable housing, crime and safety, and affordable education.

Community Needs and Issues Identified

Three of the assessments agreed that the biggest issues in the county are affordable housing and affordable transportation. Other issues cited by more than one assessment were “Availability of services outside of Frederick City” and “Young adults living under the poverty threshold.”

LMB Priorities

The LMB has prioritized the following results and indicators for its work over the next three years:

- Communities are safe for children, youth, and families
 - Child Maltreatment as measured by the rate of children (ages 0-17) with indicated or unsubstantiated child abuse or neglect findings

⁴ Human Needs Assessment: Community Foundation of Frederick County; published in January 2019: <https://www.frederickcountygives.org/Impact-Initiatives/Human-Needs-Assessment-Report>

⁵ALICE (Asset Limited, Income Constrained, Employed): A Study of Financial Hardship in Maryland: Completed in 2018 by Maryland United Way: https://www.uwcm.org/main/wp-content/uploads/2018/09/18_UW_ALICE_Report_MD_Refresh_9.11.18_Lowres.pdf

⁶ Community Health Needs Assessment (CHNA): Frederick County Health Department; completed on March, 2019: <https://health.frederickcountymd.gov/455/Community-Health-Assessment>

- Families are safe and economically stable
 - Homelessness: Percent of public school children who are homeless on September 30th, 2019
 - Child poverty: the percent of children under 18 living in poverty
- Youth have opportunities for employment or career readiness
 - Number of youth aged 16-24 not working and not attending school
- Youth complete school
 - Educational attainment (High school graduate including equivalency)

Overlap of Community Needs Assessments with LMB Priorities

In reviewing the four assessments, the most significant overlap with LMB priorities was in the result area of “Families are safe and economically stable.” Specifically, the Community Health Needs Assessment (CHNA), ALICE, and the Data Collaborative all identified the issues of affordable housing and transportation as relating to homelessness and child poverty. In addition, the CHNA identified decreased household income as contributing to homelessness and child poverty. While not listed as a “big issue,” the Human Needs Assessment also listed affordable housing and transportation as an issue in Frederick County. Several limitations on resources needed identified contributing factors to homelessness, child poverty, and the number of youth not working and not in school:

- Funding for resources
- Widespread knowledge of available resources
- Access to resources outside of Frederick City

The Data Collaborative, the Community Foundation, and the CHNA also noted the issues of Adverse Childhood Experiences (ACEs) resulting in the need for trauma-sensitive services and increased support for counseling in public schools. These related to the “Communities are safe for children, youth, and families” and the “Families are safe and economically stable” result areas.

CHNA also noted that several infant health indicators (low birth weight and infant mortality) increased in the last few years. Infant mortality has also been noted as being more than twice as high for Black infants in 2017 as for White infants. While these statistics do not fit into any of the LMB priority indicators, the committee reviewing the CHNA noted them under “Communities are safe for children, youth, and families”.

Under the youth result areas (Youth complete school and Youth have opportunities for employment or career readiness), the issues identified were:

- Transportation
- Services outside of Frederick City
- English as a Second Language (ESL) barrier

- Decreased household income and poverty: 57% of emancipated young adults live under the ALICE poverty threshold
- Disconnected youth and those in jeopardy of disconnection

Suggested Strategies to Address the Needs

The committees identified several strategies to address these issues. These strategies included:

- Families Are Safe And Economically Stable
 - Providing employment, training or education goal-planning services for every family and/or participant
 - Provide or support transportation
 - Increase knowledge of and access to family resources, particularly for those outside of Frederick City. Specific suggestions for doing this were:
 - Partner with hospitals and schools to distribute information about resources
 - Promote community awareness by staffing periodic resource centers in remote areas
 - Develop a support infrastructure for ALICE households; single parent families are especially at risk
 - An LMB member should serve on the Frederick County Homeless Coalition; In-Service Forum for Service Providers
- Communities Are Safe For Children, Youth, And Families
 - School-based trauma sensitive services for family units.
 - Increase knowledge of and access to family resources, particularly for those outside of Frederick City. Specific suggestions for doing this were:
 - Partner with hospitals and schools to distribute information about resources
 - Promote community awareness by staffing periodic resource centers in remote areas
- Youth Have Opportunities For Employment Or Career Readiness
 - Providing employment, training or education goal planning services for every family/participant (Both the Data Collaborative and the Community Foundation recommended this).
 - Provide or support transportation
 - Mobile navigator/mentor to connect with disconnected youth – peer model
 - Develop a plan for addressing the ESL barrier (For example: hire bi-lingual staff; coordinate services through existing entities that serve people who speak English as a second language; provide interpretation when needed; develop hiring practices that promote cultural sensitivity).

- Increase knowledge of and access to youth resources, particularly for those outside of Frederick City. Specific suggestions for doing this were:
 - Partner with hospitals and schools to distribute information about resources
 - Promote community awareness by staffing periodic resource center in remote areas
- Youth Complete School
 - School-based services availability
 - Ensure school staff have literature on community services
 - Provide or support transportation
 - Promote support and collaboration through the Frederick County Public School (FCPS) ESL office

Conclusions and Recommendations

Each committee was asked to make conclusions and recommendations in the following areas:

- Service gaps that overlap with the LMB's prioritized needs
- Priority areas the LMB should focus on
- Strategies the LMB should consider to address as prioritized needs

General Comments in this Section

- Community Foundation:
 - Consider the unique needs of LGBTQ youth experiencing homelessness
 - Transportation is referenced as a possible general/integrated intervention in this report and an additional LMB priority area from the 2016 needs assessment
 - Increase public awareness of available services, specifically childcare subsidies, as referenced through a proposed strategy in this report and relates to the additional LMB priority area of increasing public awareness about community services from the 2016 needs assessment

Service Gaps

- Data Collaborative:
 - Housing
 - Transportation
 - Availability of services outside Frederick City
 - Addressing non-English speaking barriers
- Community Foundation
 - Shelter specifically for LGBTQ youth and young adults experiencing homelessness

- Vocational job training for workers ages 18-25
 - Position the local community college as a resource for re-connecting young adults to the labor market and pathways to economic success.
 - Universal aftercare in the public schools (K-8)
 - Interventions for low-income working families and ACEs (including increasing support for counseling the public schools)
 - Transportation
 - Increased public awareness of resources
 - ALICE families that cannot afford services/supports and do not qualify for public assistance
- ALICE summary:
 - Programs supporting single-parent households that mitigate the necessity of the ALICE scale
 - Lack of program support for young adults under 24 years of age
 - Improvement in affordable housing opportunity, a great need still exists
 - Transportation options, especially for rural communities
 - Affordable, quality daycare options so ALICE parents can work
 - Community Health Needs Assessment (CHNA):
 - Housing
 - Transportation
 - Medical Services

Priority areas for the LMB

- Data Collaborative:
 - Substance Abuse
 - ACEs
- Community Foundation
 - Early childhood mental health
- ALICE report:
 - Transportation options for rural areas and off-hours workers
- CHNA:
 - ACEs based on data available in the Community Health Needs Assessment (CHNA)

Strategies for the LMB to consider

- Data Collaborative:
 - Promoting Service Coordination and Collaboration among community service providers across the county
 - Mobile navigator/mentor to connect with Disconnected Youth – peer model
 - Universal Home Visiting
- Community Foundation:
 - Mental health services delivered where children spend their time (i.e. preschool, public school)
- ALICE
 - Work closely with state, county government, and private transportation companies to provide affordable transportation options
- CHNA:
 - Partnerships with the local hospital and the school system (FCPS). During back to school nights, the LMB and subsidiary grantees can provide information to parents in the form of in-person, pamphlets, “Find Out First” announcements, and web-site availability.

Community Convenings

A Community Convening is a gathering of key stakeholders, community members, youth, and families from throughout the community. The purpose is to hear community members' opinions and recommendations around specific conditions of well-being for children, youth, and families in their communities.

This process involves a review of individual graphs of each prioritized indicator (related to the well-being result areas) and providing insight into the key factors influencing the particular trend of that indicator. Community members provide recommendations for key partners required to work together to achieve improvement in the data, programs, supports, and other strategies to achieve the optimum quality of life for children, youth, and families in the county.

The Frederick County LMB held six (6) Community Convenings throughout autumn of 2019. These gatherings were hosted by child and youth serving organizations throughout Frederick County. A combined total of 106 community members attended for all convenings.

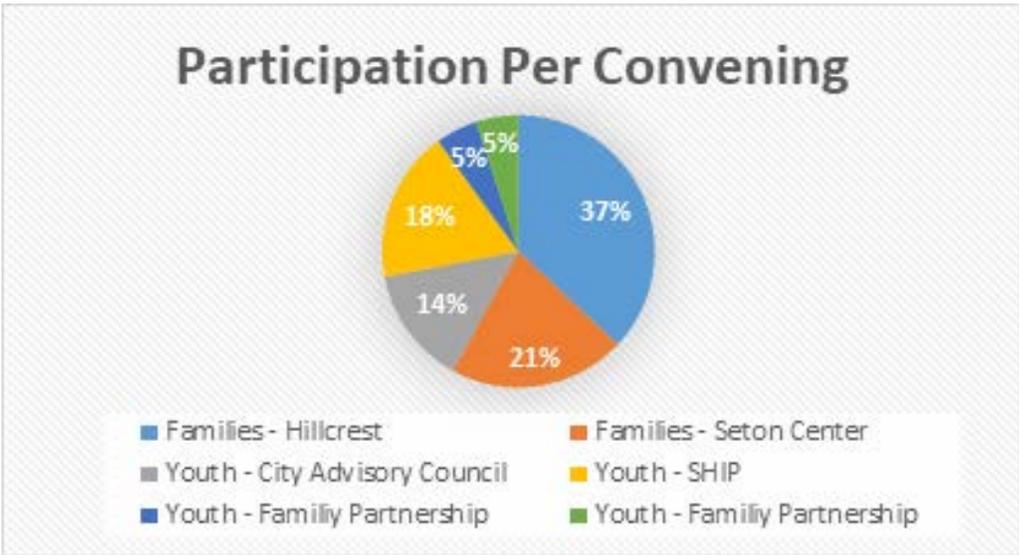
The Community Convenings focused on the LMB's currently prioritized Results and Indicators:

- **Families are safe and economically stable**
 - Child Poverty
 - Homelessness
- **Youth complete school**
 - Educational Attainment: % of youth with less than a high school diploma
- **Youth have opportunities for employment or career readiness**
 - % of youth not working and not in school
- **Communities are safe for children, youth and families**
 - Child Maltreatment

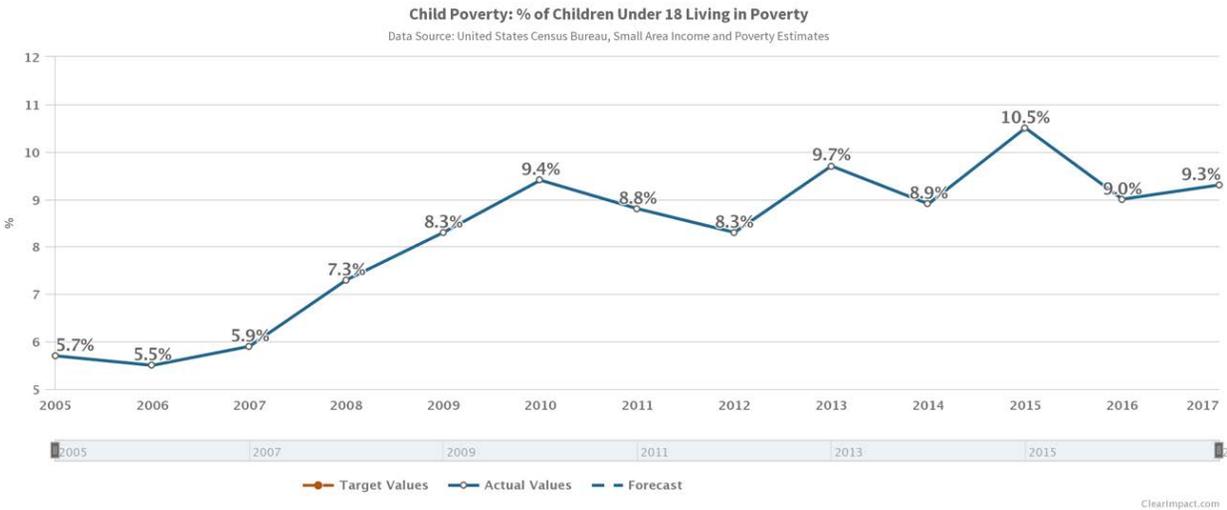
This section of the report presents the summaries of all the groups for each Result and Indicator. The summaries will focus on the insights and recommendations in three areas:

- The Story Behind the Data: This is an analysis and summary of the underlying causes and forces at work on a particular indicator. This includes challenges that families and youth may experience, as well as systemic barriers. It also includes community supports that are helping children, youth, and families to succeed.
- Partners with a Role to Play: Participants were asked who were the most important partners that can work together to address the challenges that may be experienced by children, youth, and families for a particular indicator.
- Recommended Strategies: Participants brainstormed ideas to address the challenges faced by families and/or to provide needed supports. They then were asked to identify the most powerful strategies that they would recommend to improve a particular indicator and achieve a better quality of life for children, youth, and families.

Host	Location	Population	LMB Facilitators
Frederick City Housing Authority	Hillcrest Community Center	Families currently or previously receiving subsidized housing assistance.	Leslie Barnes-Keating, Jennifer Barker-Frey, Kelli Goetz, Brooke Sims, Shelly Toms, Sarah Ford, Housing Authority staff
Family Partnership of Frederick County (2 convenings)	Family Partnership of Frederick County	Youth, predominately disconnected youth.	Leslie Barnes-Keating, Shelly Toms, FP Staff
Student Homelessness Initiative Partnership (SHIP) New Horizons	SHIP Main Office	Unaccompanied homeless youth	Leslie Barnes-Keating, Jennifer Barker-Frey, SHIP staff
Seton Center of Emmitsburg	Seton Center	Families residing in the Northern Frederick County area that currently or previously received supports from Seton Center	Leslie Barnes-Keating, Jennifer Barker-Frey, Kelli Goetz, Brooke Sims, Shelly Toms, Stacy Wantz, Seton Center staff
Frederick City Parks and Recreation – City Youth Advisory Council	Frederick City Armory	Youth attending Frederick County Public Schools	Leslie Barnes-Keating, Jennifer Barker-Frey, Steve Buckley, Frederick City Parks and Recreation staff



Families are Safe and Economically Stable: Child Poverty



Two groups focused on this indicator: Seton Center in Emmitsburg and Hillcrest Community Center.

Story Behind the Data

Both groups agreed that the increasing cost of housing in Frederick County contributes to Child Poverty. Other contributing factors included:

- Limited transportation around the entire county
- Cost of medical treatments and insurance income bracket barriers
- Lack of trade jobs
- Gender bias
- Substance abuse

Partners

Significant partners who were mentioned were:

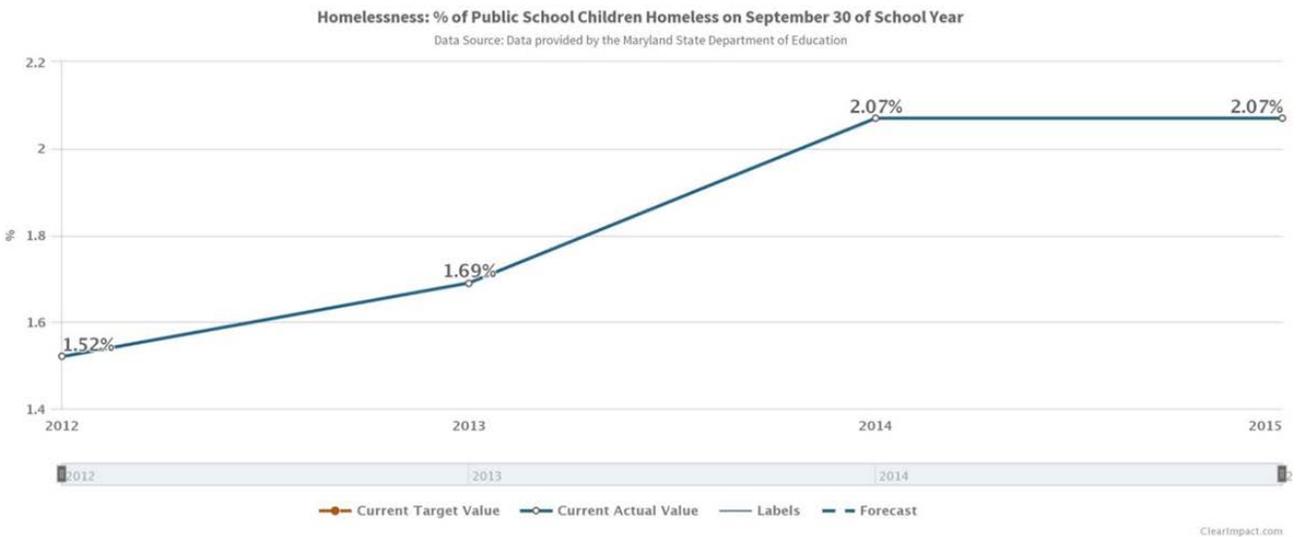
- Seton Center (Emmitsburg)
- Churches
- Fire Stations
- Social Services
- Education system

Recommended Strategies

1. Career and Technical Programs: Both groups agreed that preparation for life beyond high school that includes career readiness is key to stemming child poverty. They recommended that all students have access to Career and Technical Programs without being charged fees. They agreed that teaching the trades in high school and college readiness was important.

2. Coordinated Services Intake (in Emmitsburg): The group meeting at the Seton Center in Emmitsburg recommended bringing the intake process for services (that currently go to DSS) to Emmitsburg in a “one-stop shop” center. They recommended Seton Center be the location.
3. Other key recommendations were:
 - a. Open a local soup kitchen
 - b. Provide free lunch for all students
 - c. Invest in the community; people care about other people
 - d. Provide after school programs for elementary and high school students
 - e. Focus on parents:
 - i. Provide more education for parents and hold them accountable
 - ii. More parent involvement: reach out to low income neighbors

Families are Safe and Economically Stable: Homelessness



Three groups focused on this indicator: City Youth Recreation Center, Hillcrest Community Center and the Seton Center in Emmitsburg.

Story Behind the Data

All groups agreed that the lack of affordable housing in Frederick County, paired with a higher cost of living, were key contributing factors to the increase in homelessness. Underlying this factor was gentrification and the increase in population and development throughout Frederick County.

The groups also discussed language barriers, which may impede families having access to resources that may help. Other factors prioritized by at least one group were:

- Types of jobs available: more jobs requiring high skill levels are available and people may not have the skills to fill these jobs.
 - Housing availability; fewer lower cost, low-income housing is available
 - Livable wage: many people are not making a livable wage
 - Learning money management at a younger age
 - Discontinuation of public benefits for a person may cause homelessness
 - Changes in socioeconomic status due to life events such as job loss, death of a family member, health issues, divorce, care for the elderly
 - Drug issues; the most vulnerable people are targeted
 - Single-headed households
- Lack of knowledge of and sharing of resources by providers— particularly around poverty and homelessness prevention.

Partners

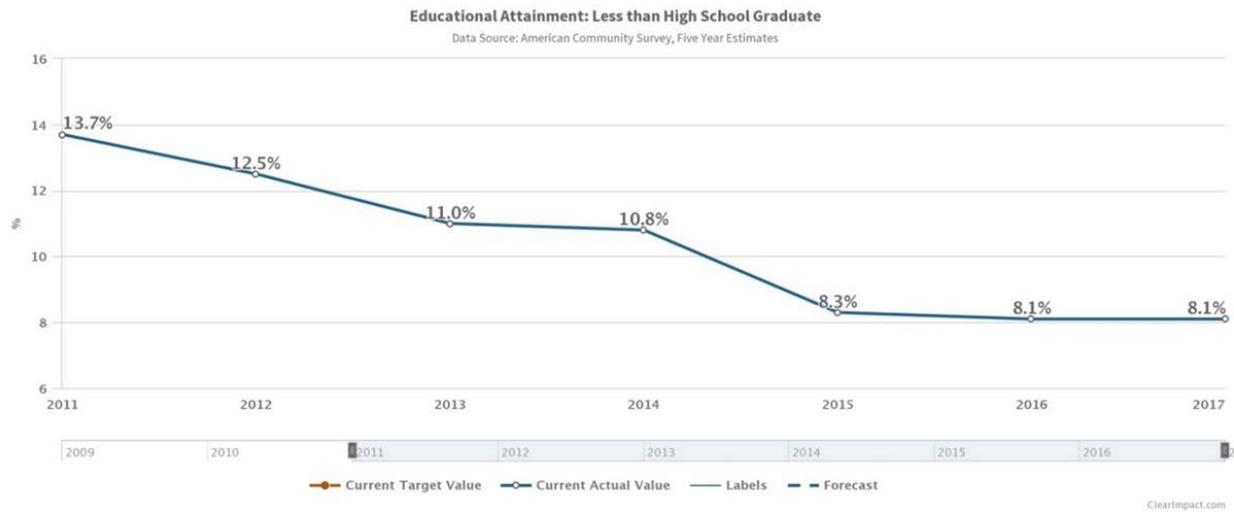
Significant partners that should be included in work on this indicator were identified as:

- United Way: provide a savings match
- City and County Planning and the Housing Authority to provide affordable housing
- Workforce Services
- Businesses, especially small business partnerships
- Hispanic and Asian-American Centers
- Frederick County Public Schools (FCPS)
- Property Management Companies
- Adult Services at Frederick Community College
- Mount St. Mary's University
- Homelessness Prevention Providers
- Frederick County Government
- Seton Center
- Churches
- Fire Departments/Sheriff/Mayor
- Food Banks
- Libraries
- Good Neighbors
- Frederick Rescue Mission

Recommended Strategies

1. Increase the availability of affordable housing:
 - a. Designate that all housing developments provide 25% of land for low-income housing
 - b. Expand upon the Rental Assistance Program
 - c. Develop a trailer park on town property
2. Increase access to resources for job training, translation, transportation, etc. for low-income households and people experiencing language barriers
3. Expand existing support networks for low-income households
4. Expand accessibility of affordable before and after school care (reduced rates and subsidized)
5. Implement financial literacy and money management courses in middle schools. These could be included in the curriculum or as after school programs
6. The "Person"/Navigator: A person who is well connected to all services but impartial that will help all populations, educate and connect businesses, and other sources of assistance to those in need

Youth Complete School: Educational Attainment



Four groups focused on this indicator: New Horizons, Family Partnership, City Recreation Center and Hillcrest. The exact indicator is the percentage of youth aged 18-24 with less than a high school diploma. This percentage has been steadily decreasing over the past few years (from a high of 13.7% in 2011 to 8.1% in 2017), so it is headed in the right direction although it has leveled off recently. Participants noted that perhaps there is one group that is not being reached adequately. This percentage is close to the percentage of youth not working and not in school, although there is not sufficient data to indicate whether these two groups are the same people.

Story Behind the Data

The groups reviewing this indicator found many factors that contributed to successful educational attainment and other challenges and barriers that may impede completing a high school diploma. Factors that were mentioned by more than one group were:

- Language barriers
- Balancing work with school: some youth have to get jobs to help support their families
- School resource and climate factors: schools being perceived as too punitive; lack of resources for teachers; lack of support from teachers.

Other challenges mentioned were:

- Transportation
- Quality of home life
- Mental health challenges and staff lacking knowledge and sensitivity in this area
- Students experiencing homelessness or moving frequently
- Students' social lives, which can provide both positive and negative influences.

The groups also mentioned positive factors that may have contribute to the youth obtaining their high school diploma and beyond:

- Community Supports:
 - New Horizons programs
 - Housing Authority programs
 - Employers providing scholarships
 - Friends
 - Church communities

- Supportive Schools
 - Quality staff: approachable, engaging, relatable, and hip
 - Teacher's empathy and compassion
 - Most schools have bilingual staff
 - Community liaisons
 - Clubs and similar things for moral support and that help youth find a community within the school
 - Mental, social and educational supports for youth
 - Career readiness classes and discussions early in children's lives, which helps kids realize their possibilities from teachers, parents and the community.

One group voted on the key factors for success. They listed the following five factors as important and voted engagement and support as the most important:

- Engagement
- Supports
- Safety
- Accessibility
- Motivation

Partners

Many partners were listed as having a role to play in improving educational success. New Horizons and the Housing Authority were specifically mentioned as having programs that help youth attain educational success. In addition, the following partners were noted:

- Employment programs like Job Corp
- Programs like New Horizons/Tutors
- Mental & Physical Health Supports
- Church Communities
- Store clerks in the community
- Family Partnership
- Habitat for Humanity
- Frederick County Public Schools
- Employers

- Frederick County Public Library
- Asian American Center of Frederick
- Frederick Community College
- Parents
- School personnel (especially guidance counselors)
- Mentorship
- Business collaboration with schools and parents

Recommended Strategies

The groups mentioned programs that are already working well as:

- The Tutoring Center
- Career Technology Center/Fine Arts
- Career Education
- Work Study Program

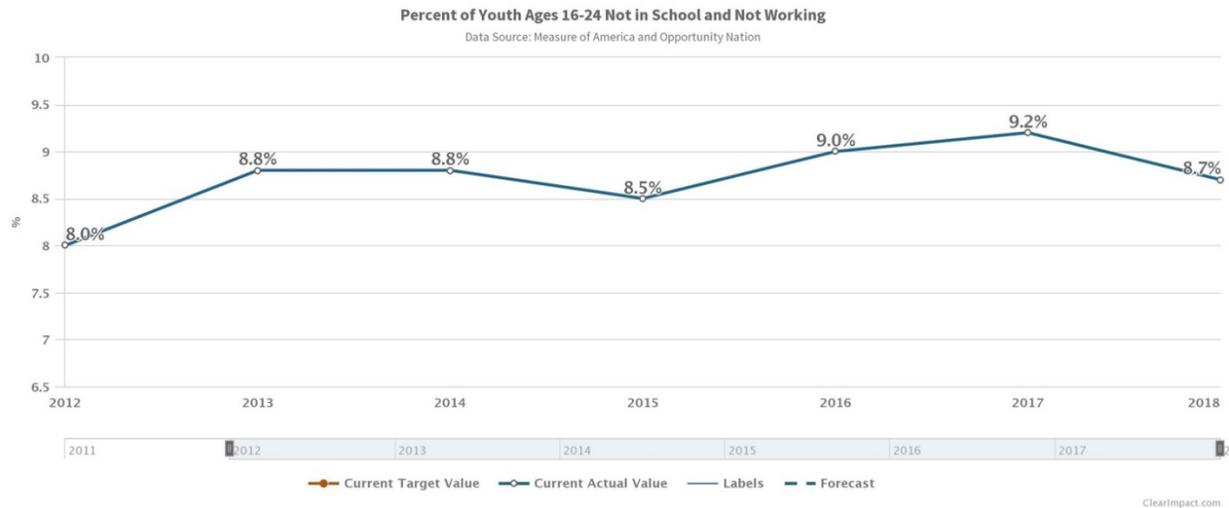
Two strategies mentioned by more than one group were:

- Increasing cultural inclusiveness across schools was suggested by two groups as a key strategy to address educational success and attainment
- Mentorship: Mentors paired with at-risk students for all four years of high school

New ideas that were proposed were:

- Educational Success Company: This would provide tutoring services, quiet places, peer supports, and service learning opportunities. These service-learning opportunities would be provided from a network of a variety of industries where each student can try something unique to gain experience or simply to try out something new. It would be *free to the students*, funded by the Board of Education.
- Preventative programs (such as the Club House) that is free to students and is a preventative program to keep kids from participating in negative behaviors. The more good grades you have, the more opportunities will be provided for field trips and other fun outings with peers.
- Provide rewards for graduation such as trips and laptops.
- Support groups facilitated by therapists
- Apps for Success: Create apps that will help student's be successful such as:
 - An app for student's phones that would make it easy to report bullying
 - An app to manage classes and receive help and support
- Virtual school: provide an internet puck for students without the internet at home and Chromebooks for students to attend a "virtual school."
- Require school uniforms for all four years of school
- More individualized creative instruction
- More guidance counselors

Youth Have Opportunities for Employment or Career Readiness: % of Youth not in School and Not Working



Six groups focused on this Indicator: New Horizons, City Recreation Center, Family Partnership (2), Hillcrest and the Seton Center in Emmitsburg. The trend line has stayed stagnant with slight fluctuations between 8% and 9% of youth not working and not in school. This percentage is close to the percentage of youth with less than a high school diploma. It is not known whether these are indeed the same youth, but many of the same contributing factors are noted for both indicators.

Story Behind the Data

The groups identified the following supports that are needed for youth to succeed in life:

- Experienced teachers/leaders
 - People with personal experience
- Knowledge of career paths
 - How to navigate through the process of finding your “calling”
 - What you need to get there
 - Education: knowledge foundation; awareness of opportunities and resources
- Need life skills:
 - Simulations of real-life situations
- Family Support and examples:
 - Active family members taking care of youth
 - Need family structure
 - Educational experience within a family (flip-side of “lack of educational experience within a family”)
 - Family Support
- Mentors (school and outside agencies)
- Opportunities

The main challenges that youth face that may contribute to them not working and not in school were:

- Poor quality supports/lacking supports
- Mental health/behavioral health
 - Underdeveloped/Low Self-Esteem
- Having to take on parental and adult roles within the family/due to being on one's own
- Transportation
- Parents' ideologies/experiences
 - Differing worldviews
 - Differences in culture/sub-culture
 - Lack of educational experience within family (see flip-side under strengths/supports needed)
- Lack of affordable housing for youth
- Youth are often competing with Seniors (Citizens) for entry level jobs
- Students feeling like they "don't belong"
- Isolation: social, [as a result of] lack of transportation, loss of family support
- Safety and security in schools for students
- Lack of school funding
- Inconsistent government financial assistance

In addition, youth often face barriers in looking for jobs, such as:

- Being unprepared for job seeking, employment
- Anxieties
- Poor quality/low level of supportive people teaching life skills
- Overly busy or absent parents not able to support youth through this experience in growing up
- Transportation
- Services are not available outside of Frederick City
- Cultural differences and immigration status

Partners

The partners mentioned most often as having a role to play to help youth be successful in education and careers were (and the number of groups prioritizing that partner):

- Frederick Community College
- Frederick County Public Schools Career Technology Center (CTC)
- Workforce Services
- Social Services
- SHIP
- Housing Authority
- Arts and Communication Academy (ACA at Thomas Johnson High School)

Recommended Strategies

Three programs recommended strategies similar to the following:

- Mentors: fund community-based mentoring programs. These can use AmeriCorps volunteers, adults working in trades in the community, peer mentors, etc.
- Peer Systems/Mobile Navigator: This navigator would connect with disconnected youth (peer model); identify talents of the youth and connect them with career paths that tap into those talents. They would also work with the youth and their families to provide employment, training, and educational goal planning.
- Career Exploration/Talent Development Programs: Several groups suggested that they need more career exploration programs. They specifically emphasized focusing on youth interested in liberal arts and fine arts. These youth would then learn from people actually working in areas such as, music production, robotics, architecture, etc. All of these programs need to be easily accessed by youth and focused on lower income and disenfranchised youth. Other career development ideas were:
 - Job Training/Apprenticeship programs
 - Pre-college introduction field trips; consider doing this in the summer and for students as young as elementary school age.
- Transportation: Provide or support transportation for youth. One specific idea was to subsidize Uber/Lyft drivers
- “One-Stop” shop/Family Support Center that includes: Education, employment, DSS, healthcare (including mental health), job training, Bridges program, recreation, and other services. *This service is existing within Frederick City. The suggestion is a second site in Northern Frederick County where support center had been previously located.*

Communities are Safe for Children, Youth and Families: Child Maltreatment



Two groups focused on Child Maltreatment: Hillcrest Community Center and the Seton Center in Emmitsburg. The rate child maltreatment is indicated by unsubstantiated reports showing a steady decrease.

Story Behind the Data

The two groups that discussed this indicator reported several positive factors underlying the downward trend of child maltreatment:

- Parenting supports seem to play a role in decreasing child maltreatment. These supports may have the effect of lessening parental stress and include:
 - Parenting classes
 - Home Visiting
 - Counseling
 - Foodbanks
 - After school programs
 - Supports in the schools for the whole family
- Increased parental income and family income may contribute positively to the improvement in the indicator.
- Other ways to reduce parental stress may include: financial help, more childcare, and housing help.

Partners

One group identified two specific partners and the role these partners play:

- Blessings in a Backpack organization provides a backpack of food to elementary schools on Fridays to children who receive free lunches. Care Net (Provides parenting classes to pregnant women to learn parenting skills and the opportunities to earn bucks which are used to purchase baby items and furniture for the baby)

Other partners identified were:

- Social Services
- Headstart
- Libraries
- Businesses
- Boys and Girls Clubs
- Church: feeling a part of something

Recommended Strategies

- Parenting education and having the “Getting Ahead” curriculum available countywide was recommended by both groups. These workshops were recommended to be twice monthly with childcare provided. The workshops should provide opportunities for self-improvement and relaxation (i.e. yoga, meditation, etc.) for parents.
- Helping parents to de-stress; Parent night-outs with de-stressing options for parents. Provide childcare and incentives such as gas cards, grocery cards, etc. Also suggested was providing physical fitness opportunities and/or gym memberships and childcare.
- Mental health services and wraparound case management
- Woman-to-Woman mentoring: someone you can call up and talk about anything, particularly if something is bothering you or you are having difficulty with your child. (Existing service – request is for more)
- Financial support is very important and can include:
 - Increased wages
 - Increased eligibility for assistance
 - Decrease the benefits “cliff”: that is when a parent starts earning a living but lose their benefits before work benefits kick-in. Provide a “buffer” of benefits when people are just beginning work.
 - Increase access to current program offerings to support parents. Ensure the resources get to parents and that they are easily able to access them.

Combined Recommendations

The entire process resulted in the following recommendations based on the reviews of the Data Collaborative, Human Needs Assessment, ALICE Report, Community Health Needs Assessment, Community Convenings (CC), and the Community Needs Assessment (CNA).

Systems Change

DSS, Mental Health, and other Coordinated Services Intake:

- Emmitsburg “One-Stop” Shop at the Seton Center (CC)
- Staff periodic resource centers in remote areas (CNA)

Educational Systems Change:

- Cultural Sensitivity:
 - Increasing cultural inclusiveness across schools (CC)
 - Promote support and collaboration through the FCPS ESL office (CNA)
- Provide Apps for Success: apps that help students be successful that could be used for the following (and other things (CC)):
 - Report bullying
 - Manage class schedules
- Virtual School: provide an internet puck for students without the internet at home and Chromebooks for students to attend a “virtual school” (CC)
- Require school uniforms for all four years of school (CC)
- More individualized, creative instruction (CC)
- More guidance counselors (CC)
- Provide social and mental health services in schools (CNA)
 - School based trauma sensitive services for families (CNA)

Financial Assistance: (CC)

- Change eligibility requirements for assistance so that more people are eligible (CC)
- Decrease the “benefits cliff”: when a parent starts earning a living but loses their benefits before work benefits kick in. Provide a “buffer” of benefits when people are beginning to work (CC)
- ALICE families that cannot afford services/supports and do not qualify for public assistance (CNA)

Develop a plan to address the ESL barrier: (CNA)

- For example: Hire bi-lingual staff; coordinate services through existing entities that serve people who speak English as a second language

Supportive Services

Navigator (the “Person”):

- A person who is well-connected to all services but impartial and will help all populations, as well as educate/connect businesses and other sources of assistance to those in need (CC)
- Disconnected Youth Navigator: This person would connect with disconnected youth (peer model)
- They would identify talents of the youth and connect them with career paths that tap into those talents. Also, work with youth and their families to provide employment training and educational goal planning (CC)
- Mobile navigator/mentor to connect with disconnected youth – peer model (CNA)

Mentors:

- Mentors paired with “at risk” students for all four years of high school (CC)
- More mentors: fund community-based mentoring programs. These can use AmeriCorps volunteers; adults working in trades in the community; peer mentors, etc. (CC)
- Woman-to-Woman Mentoring: someone you can call up particularly if you are having difficulty with your child (CC)

Mental Health Services in schools:

- Support groups in schools facilitated by therapists (CC)
- School based trauma sensitive services for families (CNA)
- Employment, training or education goal planning services for families and youth (CNA)
- Mental Health and Wrap-Around Services for parents under stress

Career Education

Career Exploration/Talent Development Programs: (CC)

- Focus on youth interested in liberal arts and fine arts. These youth would then learn from people actually working in areas such as music production, robotics, architecture, etc. (CC)
- All of these programs need to be easily accessed by youth and focused on lower income and disenfranchised youth (CC)
- Job Training/Apprenticeship programs (CC)
- Pre-college introduction field trips; consider doing this in the summer and for students as young as elementary school age (CC)

Career and Technical Educational Programs: (CC)

- Career readiness (CC)
- No fee for services (CC)
- Teach trades in High School (CC)

Education for Parents: (CC)

- “Getting Ahead” Curriculum: address moving from poverty (CC): Make available county-wide (CC)
- Provide affordable childcare (CC)
- Provide opportunities for self-improvement and relaxation (CC)

Educational Success Company:

- This would provide tutoring services, quiet study places, peer supports, and service learning opportunities (CC)
- Service learning: provide opportunities for each student to try something unique and gain experience or simply try something new. It would be free to all students and funded by the Board of Education (CC)
- Provide employment, training, or education goal-planning services for every family/participant and/or youth (CNA)

Access to Services

Increase access to resources for job training, translation, transportation, etc. for low-income households and people experiencing language barriers: (CC)

- Increase knowledge of and access to family resources particularly outside of Frederick City
- Partner with hospitals and schools to distribute information about resources
- Promote community awareness by staffing periodic resource centers in remote areas (CNA)
- Coordinated Services Intake in Emmitsburg (“One-Stop” shop at the Seton Center) (CC)
- Ensure that school staff have literature on community services (CNA)
- Improve transportation to services (CNA)
- Provide services in schools (CNA)

Eligibility Requirements (Both):

- Decrease the “benefits cliff”: when a parent starts earning a living but loses their benefits before work benefits kick in. Provide a “buffer” of benefits when people are beginning to work (CC)
- ALICE families that cannot afford services/supports and do not qualify for public assistance (CNA)

Focus on Specific Populations

ALICE Households:

- Develop a supportive infrastructure for ALICE households (CNA)
- Expand existing support networks for low-income households (CC);
- Interventions for low income working families and ACEs (including increasing support for counseling in public schools) (CNA)

- Affordable quality childcare so ALICE parents can work (CNA)
- Transportation options for rural areas and off-hours workers

People living outside Frederick City (Both)

Disconnected Youth (Both)

- Vocational job training for workers aged 18-25 (CNA)
- Utilize the Community College as a resource for re-connecting young adults to the labor market and pathways to economic success (CNA)

LGBTQ (CNA)

- Unique needs of LGBTQ youth experiencing homelessness (CNA)

LMB FY21 – FY23 Strategies

During the January 2020 LMB meeting, after a review of the draft summary results for all components of the planning process, members prioritized the following strategies for services to Frederick County families in order of ranking:

1. Mental Health Services for Families
 - a. In schools (specific need)
2. Mentors
 - a. for "at risk" students throughout all four years of high school
 - b. for women and moms
3. Increase knowledge of and access to existing services
4. Community-based mentoring program
5. Transportation
 - a. Improve transportation to northern Frederick County
6. Increase access to financial assistance for low-income working families
7. Employment training or educational goal planning services for families and youth
8. Navigation Services
 - a. All families and disconnected youth
9. "Getting ahead" curriculum for families
10. Develop a plan to address language (ESL) barriers
11. Career exploration/talent development programs
12. Coordinated services intake in northern Frederick County
13. Educational Success Company (Program): tutoring services, peer supports, service learning, quiet study places

Recognition

The process of creating the 2020 Community Plan would not have been possible without the time and dedication of the staff of the Citizens Services Division, the Office for Children and Families, the members of the Local Management Board, and the Frederick County Community.

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*This work is dedicated to the memories of our friends:
Jet Reid, Frederick County Public Schools and
David Brewster, Frederick County Department of Social Services
for their steadfast dedication to the Local Management Board
and Frederick County's children and families.*